

THE KEY REPORTER

THE PHI BETA KAPPA NEWS MAGAZINE

VOLUME XI • NUMBER 2

This issue goes to the more than 92,000 members resident within postal service

SPRING • 1946

Committee Says Discrimination Exists in Private Institutions

Possibly the first study of discrimination in private, non-sectarian institutions of higher learning has been made in New York City by the Mayor's Committee on Unity, headed by Charles Evans Hughes, Jr., New York lawyer.

"Almost without exception the non-sectarian private colleges and professional schools in New York City have established limitations in the percentage of students admitted from New York City in all or many of their divisions," the report charges. "They justify these practices on the grounds that they are 'national' institutions."

Established by Mayor Fiorello H. LaGuardia in 1944, the Committee on Unity is made up of 15 prominent New York citizens. The executive director of the committee, Dan W. Dodson, on leave from New York University, presented the findings in a "Report on Discrimination in Institutions of Higher Learning" to the full group in January. In substantiating the existence of "quota systems," the report discusses the problem of discrimination from a national and local viewpoint. "It must be emphasized," says the report, "that discrimination is practiced not only against Jews but also against Italians, Catholics, and even more distinctly against Negroes, who are virtually excluded."

Drawing much of its factual evidence from situations in medical schools, the report declares, "We have cited the situation in the medical schools only because it is the most vivid and dramatic expression of the picture of discrimination in higher education. It is in this area that the cancer of prejudice in American educational practice first grew."

"All of the schools in New York City publicly deny the existence of discrimination against any racial or religious group," it continues. "Deans and prominent faculty members of many of these schools have, however, privately and off the record, admitted to us the existence of other practices which, while

(Continued on page 6)

Phi Beta Kappa Quarterly, Simon and Schuster

Complete Plans for "American Scholar Series" of Books

UNESCO Awaits Congressional Legislation on Membership

As the REPORTER goes to press, bills are pending action in the United States Senate and House of Representatives providing for membership and participation by the United States in the United Nations Educational, Scientific, and Cultural Organization.

The proposal for the UNESCO was adopted at the recent London Conference, held November 1-16 at the joint invitation of the governments of the United Kingdom and France. The convention was called at the recommendation of the San Francisco Conference and the Conference of the Allied Ministers of Education, to further the aims of the United Nations Organization.

Forty-four countries were represented in London. The Union of Soviet Socialist Republics was the only large power which did not send representatives to the conference. Archibald MacLeish, former assistant secretary of state, headed the United States delegation.

Paris was chosen the headquarters of the UNESCO, and a preparatory commission will soon arrange for a meeting of the permanent organization. As yet the secretary-generalship has not been filled. Among those being mentioned for the position are the United States' John G. Winant, and Britain's Gilbert Murray and Julian Huxley.

UNESCO will help supply the educational and cultural foundations for the effective operation of UNO programs. The proposed constitution, now before Congress, states as its purpose, "to contribute to peace and security by promoting collaboration among the nations through education, science, and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language, or religion, by the charter of the United Nations."

The American Scholar has recently announced the completion of plans to publish an AMERICAN SCHOLAR SERIES of books, in collaboration with Simon and Schuster, Inc., Publishers.

The SERIES, to be composed entirely of books expanded from articles published in the quarterly, will be supervised by the Editorial Board of the *Scholar* in cooperation with Simon and Schuster. Publication, promotion, and distribution will be directed by Simon and Schuster.

Arrangements for the SERIES were made by a committee from the Editorial Board, composed of Irita Van Doren, editor of the *New York Herald Tribune Weekly Book Review*, chairman; R. L. Duffus, member of the editorial staff of the *New York Times*; and Irwin Edman, professor of philosophy at Columbia University. This editorial committee will also select the books for the SERIES.

The SERIES is devised to serve the same purpose, on a wider scale, as that of articles in the magazine. First published in 1932 by Φ B K, *The American Scholar*, at the beginning of its fifteenth year, is still dedicated to the proposition that genuine scholarship must supply intellectual leadership to the general public. The purpose of the SERIES is to present to a large and non-specialized reading public the findings of leading scholars. Criteria for inclusion in the SERIES will be the general importance of the subject matter and the clarity of its presentation.

The agreement between *The American Scholar* and Simon and Schuster will not preclude the publication of other books based on articles in the *Scholar* by other publishers.

At its October, 1945, meeting the Φ B K Senate approved the tentative plan presented by Mrs. Van Doren's committee, voting to the Executive Committee of the United Chapters authority to deal with the final arrangements. Plans for the first books in the SERIES are already under way.

Arms and the Young American Man

Any opinion on compulsory military training in the United States rests on assumptions. If the assumptions are conscious, the opinions may be more logically reached and more easily checked for errors. This editorial rests on the following expressed assumptions, plus, of course, many others both conscious and unconscious:

By **Donald A. Stauffer** 1. The problem of military training is a national problem.

2. Decisions concerning military training must be based solely on military needs.

3. Moral principles or political agreements are preferable to military might as means for international action.

Let us discuss each of these for a minute.

(1) I was asked to write this because the editor of THE KEY REPORTER wanted someone "who is neither a professional educator nor a professional soldier — speaking in the narrow sense — and yet someone who knows something first-hand about both fields." The "professional" educator might oppose compulsory military training because of the loss of a crucial year in the long process of education. The "professional" Selective Service veteran might support it, feeling that it was now the turn of these young sprouts to get their ears beaten back. The professional mother would oppose it; the professional colonel, if he were ambitious to become a general, would support it.

All such opinions, insofar as they are limited and selfish, are dangerous. The only approach worth considering is that of the professional citizen, who cares about his country. Even the congressman should transcend his profession of remaining in Congress and take speedy action, losing his seat rather than his soul.

(2) Decisions should be based solely on military issues. If this assumption is correct, many of the recent discussions have been off the point: "The health of American youth will (or will not) be improved." "Education, beyond and outside military training, may be made a part of the program." "Unemployment will be lessened." "College careers will be shattered." "Compulsory training will decrease prejudices of class, race, privilege, and geography." Such advantages or disadvantages are accidental. It is as if one were to advise a tuberculous patient to come to Colorado because the sky there is so beautifully blue, or to stay away because the state has no seaports.

(3) No one wants war. Yet many arguments wax acrimonious because of assumptions that the proponents of compulsory military training are deliberately rushing this country toward future combat, or that the opponents, with a kind of stubborn blindness, are dressing down the live eagle into a dead pigeon. We can do better than that! Let us admit

that both sides of the question have a peaceful end in view.

So much for assumptions. Since it is my opinion that the United States should immediately adopt compulsory military training, the main objections should be faced at the start. They are three:

1. It is unnecessary.
2. It is inefficient.
3. It leads toward war.

With regard to necessity, the military leaders, without whose past skill we would today be in a sorry kettle of soup, support it unanimously. One should hesitate for a long time before dismissing the passionately earnest arguments of such men as Marshall and Eisenhower, whose integrity and comprehension of the problems involved stand above question. Disinterested specialists are safer guides than are the cunning, the hopeful, the malcontented, or the ingenious who sit in armchairs by the radio. I would feel less ridiculous telling a surgeon how to set a broken leg than telling General Eisenhower that he is mistaken.

"But," some theorists maintain, "a huge citizen army cannot function efficiently in any future wars. The war of tomorrow will be over in a flash." These are the theorists who in 1939 were maintaining that the Maginot Line would immobilize the new war, or contrarily, that this new war was to be a Blitzkrieg. Neither theory worked out; and, indeed, military analysts are usually at their smoothest and most certain when they act as prophets. So far, at least, war has always been a bumbling and inchoate and often unpredictable affair.

"At least," the opponents of universal military training maintain, "what we shall need is a small mobile army of specialists. Training today will be outmoded by next year." This argument also seems somewhat doctrinaire, and might be classed with past arguments that air power alone would be decisive, or that the battleship, or the carrier, had proved too vulnerable for use. The principles of the trireme and the arquebus, though modified, are still of use; and perhaps in some future day America may again be grateful to her numerous GI Joes.

Furthermore, it is fair to assume that the military — beyond all other groups or interests — will wish the most effective force possible. If a specialist army-and-navy is needed, they will try to secure it. The pattern has already been set — in the basic-training and the innumerable advanced-training schools which were parts of the program developed during this last war. The year of service might be compared to a college curriculum collapsed into a fourth of the usual time: after basic "general-education" courses taken in three-month periods, the young citizen-soldiers could be grouped by their special aptitudes into smaller advanced training units to take specific work in their "majors," their "departments" — radar, rockets, or tomorrow's discovery. There is no reason why these technical units could not be kept abreast of the latest developments. And if a small army of specialists is the answer, then a possible compromise might be considered, and each year the required number of new trainees might be drawn by lot. This would be as equitable and democratic as is possible, and would still be impersonally based on the needs of the nation.

Would such training lead toward war? Lack of such training has made the inception of the last two wars easier. We might at least try something else. Is it not fanciful to assume that the United States, considering its average citizen and its

(Continued on page 6)

DONALD A. STAUFFER, professor of English at Princeton University, has been discharged from his duties as major in the Air Combat Intelligence of the United States Marine Corps. He was overseas for 14 months.

THE KEY REPORTER

Published quarterly by the United Chapters of Phi Beta Kappa at the Rumford Press, Concord, N. H. Editorial and executive offices, 5 East 44th Street, New York 17, N. Y. Advertising rates upon application. Subscription, 20 cents a year, \$1.00 for five years. Entered as second-class matter at the post office at Concord, N. H., under act of March 3, 1879.

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They Say . . .

To the Editor:

I have followed with interest the current debate [THE KEY REPORTER, Vol. X, No. 4, Vol. XI, No. 1] as to whether Φ B K should recognize institutions of learning where racial segregation is the rule. As to the propriety of that rule at any given institution I make no judgment; it does not pertain to me to do so, and I venture to suggest that it likewise does not pertain to the society. Φ B K has taken its decision upon such matters: it will admit to membership an individual of any race and of any religion who possesses the necessary qualifications, the sole test being the degree of scholarship demonstrated. I am in complete agreement with that decision and consider it self-evident that the society possesses the right to conduct its own affairs as it judges best. But this plague of dictating to others has no place in the conduct of a society which aspires, in the words of Woodrow Wilson, to "citizenship of the world of knowledge, but not ownership of it."

It is not the place of the society to sit in judgment upon the proper concerns of any learned institution, except in the single matter of the standards of scholarship there enforced. Let us consider the consequences if another standard should be adopted. Provided the scholarship qualification be met, any further disbarment is manifestly unfair to those scholars who otherwise would qualify for membership in Φ B K. In addition, the unfairness proceeds to the society itself. Why should Φ B K weaken its own future ranks because of a conflict of prejudices (obvious in the correspondence) between a few of its present members?

In a society the charters of whose chapters conspicuously state that "the liberal principles of our Society should not be confined to any particular place, Men or Description of Men but should be extended to the wise and virtuous of whatever community," it would be a very strange proceeding to deny those "liberal principles" to qualified scholars who chance to believe in educational segregation. To those who deny upon *a priori* grounds that any such scholars are wise and virtuous, the obvious reply is that they themselves, in so dictatorial a judgment, display little either of wisdom or of virtue. I earnestly hope that in this matter of principle the society will keep its impartial and scholarly record unimpaired.

C. DALY KING
SUMMIT, NEW JERSEY

To the Editor:

. . . Many commentators on the relations between the whites and the blacks in the United States never discover that the attitude of the whites in the South toward the Negroes is in general not one of race prejudice but of caste prejudice. The true race prejudice against the Negroes exists in the North. . . .

FRANK D. PAVEY
NEW YORK, NEW YORK

To the Editor:

I was very much interested in the letters which were written to THE KEY REPORTER in response to the article on "Phi Beta Kappa and Segregated Education." I heartily agree with those who support Dr. Mitchell in his suggestion that Φ B K refuse new charters to institutions which practice discrimination because of race, creed, or color, or national origin. However, I feel that the writers of all the letters in the Winter issue missed the full import of Dr. Mitchell's suggestion. They all seemed to consider racial discrimination as being distinctly a problem of southern colleges; yet there are many northern colleges which discriminate against members of certain races and religions. Negroes are not the only ones against whom barriers are raised. Jews and Catholics are also victims in many instances. Furthermore, I wonder if the supporters of Dr. Mitchell realize just how far-reaching are discriminatory practices in institutions of higher learning. If all the colleges now holding Φ B K charters were thoroughly investigated, how many would meet the standards which Dr. Mitchell sets up for colleges seeking new charters? How many colleges are there which do not have quota systems? How many northern colleges are there which do not admit any Negro students or do not admit any resident Negro students? I am afraid that a survey would reveal that the majority of colleges are guilty of discrimination on one or more of these counts. If Φ B K is going to take any stand at all on the question of discrimination, I suggest that it go all the way. Let us stop laying all the blame on the South; let us denounce discrimination in every form in every college. If equality is good for the South, it is also good for the North.

EVELYN TEDFORD
HO-HO-KUS, NEW JERSEY

To the Editor:

Your Spring, 1945, issue carried a letter by Mrs. Sophie Posmentier in which she stated that the National Association of Manufacturers represents a "fascist" trend in American business and spreads "anti-democratic" propaganda. You very kindly printed in your next issue my reply challenging Mrs. Posmentier's assertion and asking her to produce proof of her charges. Her endeavor to do so takes the form of a further letter printed in your Autumn issue. This time she attacks not only the NAM but me personally as being proponents of fascism, several definitions of which she submits, along with references to reports of investigations made by Congress into NAM activities.

The two persons whose definitions of fascism she quotes may or may not be authorities, but in the interest of unbiased discussion I have referred to the dictionary for my definitions. Funk & Wagnalls (1938) says, "Fascism — the policy and practices of the Fascisti — the doctrine imposes centralized authority, national regimentation, paternalism for industry and commerce, and press censorship; it opposes feminism, parliamentary government and democratic institutions." Webster's (1937) says, "Fascism — the principles of the Fascisti; also the Fascist movement in Italy, or by extension, any similar movement elsewhere, see Charter of Labor." Charter of Labor is defined as "a document proclaimed by the Fascist Grand Council of Italy, April 21, 1927, based on the principle that the state has complete control over all factors of production." A clear understanding of terms is vital, it seems to me, not only for this exchange of letters, but also for broader purposes, because it appears to have become the fashion in certain circles to brand indiscriminately as "fascists" all those who hold opposing views on public questions. Does it seem likely that any group of businessmen and manufacturers — especially the NAM which Mrs. Posmentier terms so reactionary — would favor a doctrine that places the control of all factors of production in the hands of the state? I believe she would agree with me that no organization has been more ardent in its advocacy of private competitive business than the NAM, yet she persists in branding it a "fascist" group. Private competitive business or economic freedom is inextricably linked with the other ideals of American liberty, namely, civil and religious freedom and political freedom, and the NAM has consistently stood for the preservation of all these principles, as its published statements conclusively demonstrate.

When, as Mrs. Posmentier says, Justice Robert H. Jackson (then Attorney General of the United States) in a speech in Boston on October 16, 1940, cited a previous statement of mine to the effect that we do not need "more and more democracy," he was really indulging in a political attack three weeks before the "Third Term Election." Moreover, he culled one sentence out of an address I had delivered at the Congress on Education for Democracy in 1939 and conveniently neglected to quote the one that followed. What I said was, "Hence hope for the future of our republic and for the correction of its shortcomings does not lie in more and more democracy. It hinges on the resurgence of individual patriotism and religious faith."

As I happened to be speaking in Boston on October 17, 1940, the day following Mr. Jackson's address, I took the opportunity to reply publicly to his charges. The statement I made then is too long to be printed here, but in it I pointed out that our government was set up — not as a pure democracy but as a republic, i.e., a constitutional representative democracy — an historical fact which is as well known to Mr. Jackson as it must be to Mrs. Posmentier herself. The word "democracy" does not appear in either the Declaration of Independence or the Constitution. If Julia Ward Howe had entitled her famous poem, "The Battle Hymn of the Democracy," our Civil War grandfathers would have been mystified. Until about twelve years ago the United States Army Manual on Citizenship carried this official statement on page 88: "The Government of the United States is not a democracy, but a republic." Later on this manual said that democracy is "Government of the masses; attitude toward property is Communistic, negating any property rights. Results in mobocracy, demagogism, license, agitation, discontent, anarchy . . . the Constitution makers having considered both an autocracy and a democracy as an undesirable form of government. Democracy is a direct rule of the people and has been repeatedly tried without success." For some reason the pages of the Army Manual carrying these statements were expunged about 1933; but believers in our *constitutional representative democracy* are determined that the governing principles of the American republic — designed to protect individuals and minorities from the tyranny of the current majority — shall not slip away as surreptitiously as did those paragraphs.

As for the documents cited as "exposing" the NAM, the following brief review will indicate that they do not support the charges based on them:

1. The Garrett House Committee was appointed in 1973 to investigate a newspaper story written by Martin M. Mulhall, suspended in 1971 as

(Continued on page 7)

Recommended Reading

ELECTRONS IN ACTION. By James Stokely. *New York: Whittlesey House. \$3.*

A non-technical explanation of the uses of electronic energy.

ARCH OF TRIUMPH. By Erich Maria Remarque. *New York: Appleton-Century. \$3.*

Pre-war Paris seen through the eyes of a refugee surgeon.

DAVID THE KING. By Gladys Schmitt. *New York: Dial Press. \$3.*

An historical novel of the Israelite king.

STUART LITTLE. By E. B. White. *New York: Harper. \$2.*

The life of a "human" mouse.

MR. LINCOLN'S CAMERA MAN: MATHEW B. BRADY. By Roy Meredith. *New York: Charles Scribner. \$7.50.*

The life and work of the "official photographer" of the Union Army.

THE CASE AGAINST THE NAZI WAR CRIMINALS. By Robert H. Jackson and Gordon Dean. *New York: Alfred A. Knopf. \$2.*

Justice Jackson's opening statement at the Nuremberg trials, the text of the indictment and of the four-power agreement on which the trials were based.

THE CIANO DIARIES. Edited by Hugh Gibson. *New York: Doubleday. \$4.*

A complete and unabridged edition of Count Ciano's diaries, showing a blue-print of Fascism.

SUB-ROSA. By Stewart Alsop and Thomas Braden. *New York: Reynal and Hitchcock. \$2.50.*

OSS, its scope in war and peace.

THE LETTERS AND PRIVATE PAPERS OF WILLIAM MAKEPEACE THACKERAY. Edited by Gordon N. Ray. *Cambridge: Harvard University. \$12.50.*

THE PROCESS OF PERSUASION. By Clyde R. Miller. *New York: Crown. \$2.*

An analysis of the propaganda, advertising, and other techniques that exploit public and private opinion.

ONE WORLD OR NONE. Edited by Dexter Masters and Katherine Way. *New York: Whittlesey House. \$2, \$1.*

A discussion of the full implications of the release of atomic energy.

SOVIET POLITICS. By Frederick L. Schuman. *New York: Alfred A. Knopf. \$4.*

The political aspects of Soviet Russia's internal affairs.

BRIDESHEAD REVISITED. By Evelyn Waugh. *Boston: Little, Brown. \$2.50.*

The story of a noble Catholic family that fell from grace.

YOU AND THE UNIVERSE. By John J. O'Neill. *New York: Ives Washburn. \$3.50.*

The science editor of the *New York Herald Tribune* discusses man's changing environment.

THE UNITED STATES AND BRITAIN. By Crane Brinton. *Cambridge: Harvard University. \$2.*

British needs set forth as a basis for Anglo-American cooperation.

Correction

"Recommended Reading" erred in its listing of *The Einstein Theory of Relativity* in the Winter issue of THE KEY REPORTER, where the author was noted as being H. G. Leiber. Dorothy R. Leiber wrote the book, with Mr. Leiber contributing the illustrations. The editor apologizes for this error.

Everyman Joins the Academic Procession

DEMOCRATIC EDUCATION. By Benjamin Fine. *New York: Thomas Y. Crowell. \$2.50.*

Mr. Fine plays the role of roving reporter, surveying the collegiate and university landscape in the USA and summarizing the major issues confronting the higher learning today. At intervals he abandons the reportorial position, becoming a protagonist for "democratic education." This means college training for all who desire it and are "worthy" of it. Worthiness apparently consists of intelligence above the moron level and a willingness to work. Within these limits higher education must be provided for all by public subsidy. It is the responsibility of the college to adapt its curriculum and mode of instruction to the vast range of individual differences which is inescapably involved in mass education. The student in academic difficulties is not to be "flunked out," but is to be shifted from one educational venture to another until the proper recipe for success is discovered. A core of general education is desirable to provide the essential unity, and the orientation of this general education is toward contemporary problems rather than the Great Tradition. But verbal clichés like "presentism" and "traditionalism" merely obscure the fact that the traditional roots and the contem-

porary aspects of man's major problems can be effectively conjoined in any educational enterprise.

The Hutchins-Adler-Van Doren-Barr educational philosophy is denounced as "aristocratic." Its adoption, Fine contends, would lead to sharply reduced enrollments and to a caste line between the vocationally trained and the liberally educated. The "aristocrats" respond by refusing the label applied by Mr. Fine and argue that the Great Tradition is for all. The problem of individual differences in the mass application of this formula apparently remains unsolved. Fine refers to the new Harvard plan as a possible compromise between the "aristocrats" and the "progressives" (Sarah Lawrence, Bennington, etc.).

Mr. Fine believes that the "whole person" (physical, emotional, vocational, spiritual, etc.) should be educated. He deplores the exclusive emphasis upon the intellect by the "aristocrats." He defines a liberally educated person therefore as one who "is literate and knows how to talk to people, understands enough about the arts and sciences to be at home in these areas, is aware of the physical as well as the spiritual developments of his time, appreciates the role that the past has played in making the present age as great as it is, and not only can enjoy the finer aspects of life, but knows how to earn a living." Surveys show that veterans, prospective students, parents, and civilian students desire a combination of liberal and vocational education. Mr. Fine finds no real dichotomy in this demand. All education is to be humanized and liberalized — liberal arts and vocational alike. Outlawed is the narrow and ultra-technical spirit which, along with over-specialized curricula, has all too frequently pervaded every type of education. The General College of the University of Minnesota seems to Mr. Fine a good pattern for the higher education of the masses.

The trend toward democratic education means that we shall see a doubling in the size of enrollments in the institutions of higher learning within a decade. The burden of this new mass education will fall principally upon the tax-supported institutions, since the private colleges and universities are not likely to engage in the requisite expansion of plant and curricula.

EUGENE E. PFAFF, until recently director of the Southern Council on International Relations, is now professor of modern history at the Woman's College, University of North Carolina.

Branch heads . . .



. . . in the liberal arts section of Shrivensham American University were (seated, left to right): Dr. Charles W. Hendel (Φ B K Princeton University) of Yale University, in philosophy; Major H. W. K. Fitzroy (Φ B K University of Pennsylvania), former assistant dean of Princeton University, section chief; and Dr. John Ashton (Φ B K Bates College) of the University of Kansas, in English. Other branch heads (standing, left to right) are: Mr. Herschel Bricker, University of Maine, theater branch; Dr. Earl B. Shaw, State Teachers College, Worcester, Massachusetts, in geography; Captain Robert G. Bone, former professor at the University of Illinois, in history; Dr. O. Douglas Weeks, University of Texas, in political science; First Lieutenant Halbert E. Gulley, University of Iowa, in speech and radio; Major Adolphe P. Dickman, University of Wyoming, in modern languages; Dr. Kimball Young, Queens College, in sociology; and Dr. G. B. Dimmick, University of Kentucky, in psychology.

Army Establishes American University in England;

GI Students Enroll for "Civilian" Courses in Liberal Arts

By Cpl. Richard D. MacCann

EDITOR'S NOTE: Cpl. MacCann received his A.B. and his Φ B K key from the University of Kansas in 1940, his M.A. from Stanford University in 1942. He instructed a class of 64 in American government at Shrivensham American University.

The army has always been good at imitation, and surely the Shrivensham American University was an inspired example of army grit in this direction.

It needed no announcement in the daily bulletin, asking for experienced cheer leaders, to make us aware that SAU, somehow, had become another American university—despite its mushroom growth, despite its military overtones. Football, an orchestra, a chorus, plays, a newspaper, evening "forums"—all were satisfactorily present and accounted for.

Shrivensham and its sister schools at Biarritz and Florence had one chief purpose—to keep the GI busy until he could get home. They were to supply the subjects he wanted, and more important, the subjects that might best count for credit in the States. That they

far outstripped this minimum purpose, of course, was inherent in the very nature of their task.

The second eight-week term at SAU offered 297 courses to 4,154 students, with 256 faculty members (133 civilians, 96 officers, and 27 enlisted men) teaching 561 different sections. With each student permitted to take the usual summer-school maximum of three five-hour courses for nine hours' credit, the total individual enrollments were 11,073.

Liberal arts led the field with nearly a third of these enrollments; favorites were English (750), languages (690), and psychology (590), with philosophy showing surprising strength (350). Popular courses in commerce were "small business" (244) and business law (318), and the science section had its chemistry laboratory—hastily metamorphosed out of a mess kitchen—on a strictly shift basis from morning till night. Classes in art reached a total of 365.

There were two irresistible forces which combined to make SAU a suc-

Cornell Chapter Adopts Plan for Advising Veteran-Students

Φ B K Theta of New York, at Cornell University, has adopted a plan utilizing the entire membership in an informal advisory capacity to veterans.

Organized with the cooperation of administrative officials and Cornell's veterans' bureau, the program of Φ B K will function as a supplement to the university's regular advisory channels. Φ B K will "not attempt to do the work of the underclass and departmental advisers or to infringe upon the assistance offered by the Office of Veterans Education."

An appraisal of the potential advisory capacities of each member of the chapter is being made, in order that administrative officers might more easily direct the veteran-student who needs specialized advice. Preparation for graduate or professional study, the use of libraries, fellowships or scholarships, study abroad, and study in other American colleges and universities are possible fields in which Φ B K may counsel returning servicemen.

Meanwhile, the Alpha of Kentucky at the University of Kentucky has voted to allot \$200 to the university's Personnel Bureau for use for veterans during the winter and spring quarters, 1946.

The civilian instructors, though they came from some 150 different schools, brought to this army university on a British army post their own familiar academic habits—civilian habits—which imperceptibly and inevitably enveloped the entire institution. They offered lectures and examinations exactly as they had always done; the soldier-students must take it or leave it.

The soldier-students, officers and enlisted men from units all over Europe, met this faculty attitude with a veritable tidal wave of proud enthusiasm and energy. Desperately eager in the first place to start in again with books and classes, they found they were to be treated like men, and their doubts about "anything run by the army" vanished within a week. Anonymous predictions had been that 20 per cent would be serious students, 80 per cent coming along "for the ride"; but it was just the other way around.

Regrettably brief as it was, the career of Shrivensham American University was a memorable one—a tribute to a knowledge-hungry generation and a proof of the vitality (as well as the ubiquity) of American higher learning.

Pepsi-Cola Has Second Award, Will Soon Grant 121 Scholarships

Winners of the 121 Pepsi-Cola scholarships for 1946 will be announced in April. The program, inaugurated last year, provides two scholarships for each state and the District of Columbia, one each for Alaska, Puerto Rico, and Hawaii; and 20 additional for Negro students who attend school in states maintaining segregated educational systems.

The scholarships cover full tuition for four college years at any accredited institution, \$25 per month for the 36 college months, certain required fees, and travel expenses for one round trip from school to home each year.

Applicants numbered 31,500 — double the number competing last year. An estimated 7,000 high schools participated, almost 90 per cent over 1945's total.

Of the 119 scholarship winners named in 1945, 22 expect to specialize in engineering, 12 in medicine, 19 in mathematics or science, 16 in literature, journalism, dramatics or languages, and 7 in history and other social sciences. Yale University led other institutions in attracting winners, followed by Massachusetts Institute of Technology, the University of Chicago, and Harvard, Howard and Stanford Universities.

(Continued from page 1)

ostensibly not directed against any racial or religious group, in effect accomplish this end and make it more difficult for New Yorkers in general to obtain admission to schools of higher education."

The report recommends the establishing of a state or city-supported university, including full graduate and professional faculties.

Meanwhile, Dr. Dodson, speaking to the United Parents Association in New York City, has charged that discrimination is practiced against Jews, Negroes, and other minority groups in making faculty appointments and promotions.

Readers May Contribute

Through a printer's error, the contribution envelope mentioned in the Winter REPORTER was omitted in mailing. It is now enclosed, for your convenience in contributing to THE KEY REPORTER and in subscribing to *The American Scholar*.

AAAS Convenes in March; Irwin Edman to Deliver Address

Current scientific problems will be discussed in approximately 1,000 addresses and papers at the meeting of the American Association for the Advancement of Science, to be held March 27-30 in St. Louis, Missouri. The Winter REPORTER erroneously named Chicago as the meeting place.

Principal addresses will be given by Anton J. Carlson, J. R. Oppenheimer, and Irwin Edman. Dr. Carlson, retiring president of the AAAS and professor of physiology at the University of Chicago, will speak on March 27.

The twenty-second annual AAAS-Sigma Xi lecture will be given by Dr. Oppenheimer on March 28. Director of the Los Alamos, New Mexico, laboratory where much of the work on the atomic bomb was carried out, he is professor of physics at the University of California and the California Institute of Technology.

Dr. Edman will give the ninth annual AAAS-Phi Kappa lecture on March 29. Professor of philosophy at Columbia University, he conducts a regular department, "Under Whatever Sky" in *The American Scholar*, and is the author of *Philosopher's Holiday*, *Arts and the Man*, and other books. Dr. Edman will speak on "Science and the Dream of Happiness."

Thirteen sections of the AAAS and 29 affiliated and associated societies are planning programs for the meeting.

(Continued from page 2)

traditions, will ever be an aggressor? I doubt whether American military imperialism means much. After all, this is the year of the freeing of the Philippines. Yet whatever it may mean to those who take pride in their justice and reason by imagining any country right except their own, a safe rule-of-thumb for the rest of us is that American imperialism will probably do the world and us less damage than any new brand. Given the temper of this democracy, the adoption of compulsory military training at this time would not be a belligerent step. Such a national and continued effort, demanding equal sacrifices from all, should rather be considered a pledge in action that the United States is serious, responsible, and alert. Our democracy will always prefer that international action shall result from moral principles or political agreements rather than from military force. We shall always respond to peaceful gestures — to disarmament or the UNO, for instance. But until the principles and policies of other nations are made clear by time and tradition, we are endangering our national existence and beliefs if we deny that physical mili-

tary power may be of weight in the future, as it always has been in the past. For our own stability, we should offer any potential opponent the choice of weapons, always preferring peace and politics, but always aware that the world also contains pistols. The same world, in the last ten years, held both Buchenwald and pacifism. Though we should help the march toward any earthly paradise, the world may not change overnight, or in accord with a single theory.

So far I think I have kept to the main issue. I should like to add a final value which would arise from compulsory military training in this country and which, though not part of the direct argument, is of extraordinary importance. Beliefs are validated by action. Our democracy, let us be glad, believes that the state exists for the individual. Nevertheless, the state does not automatically preserve itself, least of all when in times of peace citizens turn a relative proposition into an absolute, and consider that the state exists *solely* for *each* individual. An Uncle Sam — an "Uncle Sugar" to the men overseas who fought for him and wanted to see him again — is not only ignoble but rather impermanent if transmuted in peacetime into a Sugar Daddy. To keep Uncle Sam a going concern, we must *voluntarily* agree to contribute to our state, in a world where many states have gained their impressive powers by the involuntary, habitual, often unconscious contributions of their citizens. Is not a year of training for every young American the best practical way to rouse the realization of what this country means as a living entity, to teach through action the democratic principle of no privileges without responsibilities?

Any attempt to control the future is naturally open to differences of opinion. This argument in support of compulsory military training is at least based on the desire to forestall another war. The cemeteries at Belleau Wood and Guadalcanal crucify, in too many white silent rows, our past irresponsibilities and pious hopes. The totalitarian nations have found out, in two wasteful wars, that the democracies were not decadent. Wouldn't it be more courteous to let them know in advance?

Rutgers Offers Publications

The Alpha of New Jersey, at Rutgers University, is making available to other interested chapters two of its early publications — "Catalogue of the Alpha of New Jersey" and "The Fifteenth Anniversary of the Alpha of New Jersey." Copies may be secured through the national office.

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(Continued from page 3)

an NAM employee, and sold, with certain correspondence relating to Mulhall's work for the NAM, to a New York newspaper, for \$10,000. The story allegedly related to Mulhall's experience as an NAM employee in Washington. A ten-day investigation convinced the majority of the Garrett Committee that Mulhall had not only driven a sharp bargain with a newspaper (he admitted before the committee that "he had been in error in sundry statements in his personal narrative") but also had been "extravagant in many of his claims" and "consequently, in his reports, overstated his potency and influence with members of Congress and public men generally." The Committee, in effect, criticized the NAM for having employed such a person, and at the same time cleared all Congressmen listed as having been influenced unduly by Mulhall.

Fascism had yet to come into existence at the time of this report, which neither directly nor by implication charges the NAM with "fascist" tendencies or "anti-democratic" practices.

2. The LaFollette Committee report, dated August 5, 1939, and cited to support the charge that certain NAM members were found by the committee to have "employed poison gas and machine guns in their plants, also spies, thugs, and murderers" against organized labor, contains this statement, submitted as evidence by NAM:

"The NAM strongly opposes and condemns the use of espionage, strike breaking agencies, professional strikebreakers, armed guards, or munitions for the purpose of interfering with or destroying the legitimate rights of labor to self-organization and collective bargaining."

The NAM, it must be added, has no police power to regulate the activities of individual members, but the same LaFollette report showed that an overwhelming majority of NAM members had followed the NAM policy in this respect.

In its "general conclusions" on the NAM, the Committee report does not charge the organization with "fascist" tendencies or state that its propaganda is "anti-democratic."

3. Monograph 26 of the Temporary National Economic Committee, cited as evidence that the committee had found NAM using "its money and power for its own profits, and against the general welfare of the people of the United States," was not issued as an expression of the Committee's own views but instead states in its title that it is "a study made for the TNEC" and is "printed for the use of TNEC." In fact, Chairman O'Mahoney in an "introductory acknowledgment" says that "sole and undivided responsibility for every statement . . . rests entirely upon the authors." The authors are Donald C. Blaisdell, a former college teacher and settlement worker, and Jane Greverus, secretary to the Honorable Thomas Amlie during his term in Congress.

References made by these writers to the NAM do not charge it with fascist tendencies or with issuing propaganda that is "anti-democratic."

With respect to further charges in Mrs. Postmentier's letter:

1. The NAM does not spend millions of dollars to spread propaganda in public schools; it does send pamphlets to schoolteachers who make written requests for them.

2. The banning of books has never been advocated by the NAM. On one occasion the NAM did issue an exhaustive digest of certain textbooks for the convenience of its members and anybody interested, without either condemning or recommending any of them.

3. The NAM does not pay professors to spread NAM propaganda in colleges. Certain professors have worked for the NAM as expert consultants at various times, but they were paid exclusively for the work they did for NAM and not for anything they did or said in their colleges.

H. W. PRENTIS, JR.
LANCASTER, PENNSYLVANIA

EDITOR'S NOTE: We feel that we cannot, in fairness to other contributors to "They Say . . ." devote further space to the discussion of the NAM.

Colleges Have Top Registrations; Lack of Facilities Blocks Veterans

Institutions of higher learning are now experiencing the heaviest enrollments in their history, polls and surveys indicate. With 300,000 veterans enlisted for the February term, there are predictions that the number will swing to 750,000 by the September term.

Of the 60 leading colleges and universities recently polled by the *New York Times*, nearly all report that they have already turned away thousands of qualified war veterans and civilians or will be forced to do so by the opening of the fall term.

The smaller liberal arts colleges, however, still have the facilities to absorb 250,000 former servicemen. A survey made by the *New York Times* at the January meeting of the Association of American Colleges reveals that adequate accommodations exist for many unmarried veterans. While thousands are being turned away from the better-known institutions, they are not yet applying for admission to the smaller colleges. How long this situation will exist is not predictable. Administrators attending the AAC meeting voted to confer with regional accrediting agencies and with the Veterans Administration to explore the possibilities of setting up an information center through which vacancies could be made known.

The larger institutions are being forced to turn away qualified applicants largely because of inadequate housing facilities. Overcrowded classrooms and lack of teaching staff are also contributing to the critical situation.

Veterans are being given preference over civilians, almost without exception. Women are frequently being put in the last category of those to be admitted.

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470. (Mr., NY) A.B. magna cum laude '38, A.M. '39 Syracuse, member Phi Kappa Phi, Phi Delta Kappa; major, Latin; minors, Greek, English, French. Experience: six years teaching French, Latin, English in New York state secondary schools, full New York state oral appr. in French. Wants college teaching or graduate fellowship with part-time teaching.

473. (Miss, NYC) Secretary-bookkeeper, young, attractive, six years executive experience, writing ability, working knowledge French, German. Seeks change. Prefers non-commercial. Atmosphere not salary primary consideration.

475. (Mr.) B.S. mathematics CCNY '41; graduate studies business administration, electronics, VHF techniques — Harvard, MIT. Three years experience — radar development, installation. Desires research, analysis, teaching position. Prefers vicinity New York.

315. (Miss, NYC) College position, tenure, desired: A.B. romance languages, M.A., Ph.D. Columbia '34, dissertations at Sorbonne, Columbia. Travel, study: France, Spain, Italy, Switzerland. Experience: English, romance languages, Latin, German, mathematics, philology, social studies, psychology, history of education; teacher supervision, training.

476. (Mrs., Tex.) A.B. Oberlin '32, B.Mus. Oberlin '33. Taught piano, organ, music courses Juniata College, Huntingdon, Pennsylvania, '33-'38. Graduate work now. Interested in college teaching or graduate fellowship, part-time teaching.

477. (Mr., NY) Romance languages. Wesleyan University A.B. '33; Johns Hopkins University Ph.D. '36; ten years consecutive college experience; department chairman six years.

478. (Mr., NYC) Harvard Law '21; lawyer, prosecutor, law lecturer, writer; 48; background education, public, social service; prefers spiritual, moral values teaching to emoluments successful law practice; teach law, government, social sciences on campus where opportunity study, writing, quiet creative living; compensation secondary.

479. (Mr., NY) B.S. CCNY '32, special honors, mathematics; education. Experience, personnel work. Naval lieutenant, terminal leave. Wants mathematics teaching, administrative assignment.

480. (Miss, Conn.) Ph.D. Columbia. Experienced college teacher desires position in botany, eastern college or university, September '46.

481. (Mr., Pa.) Physiologist. Medical school teaching experience; physiological work in Navy. Desires position in medical school or zoology department. Ph.D., University of Pennsylvania '40, Rockefeller Fellow.

482. (Miss, Ill.) A.B. Kansas '37, psychology. M.A. Northwestern '44, sociology. Directed group work in settlements. Instructor, recreational therapy, school psychiatric nursing. Writing manual mental hospital recreation. Wish teaching, group psychotherapy, field work.

483. (Mrs., Mass.) A.B. Boston U. '42, distinction in romance languages, honors; minors, history, government, economics. A. M. Fletcher School of Law and Diplomacy '43 in international work; one year teaching French, Spanish, German. Wants business, research, or teaching position with future.

484. (Miss, Cal.) A.B. UCLA '41; major, French; minors, Spanish, education. General secondary teaching credential '42. Experience: 4 years teaching high school Spanish, French; stenographic, secretarial experience in various types offices: insurance, accountant, real estate, etc. Wants public relations, executive secretary, or position involving knowledge of French, Spanish.

485. (Miss, Del.) A.B. '26, M.S. '35, West Virginia University, graduate work University of New Hampshire, University of Virginia. 5 years head science department secondary school; teacher biology; office experience; biological drawings; painting water colors, oils. Desires position combining qualifications.

486. (Mrs., Tex.) A.B. University of Texas '38, major, mathematics. Two and one-half years experience with precision meteorological instruments in engineering laboratory. Desires scientific work in data analyzing, correlating, computing, or work with precision instruments. Unencumbered.



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